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ABSTRACT

The CRitical Issue Bibliography (CRIB) Sheet describes resources related to affirmative action. The bibliography is divided into four sections designed to help provide a foundation for those implementing an affirmative action program or conducting research on this topic. "Overview" describes resources that describe the history of affirmative action, explain the assumptions of affirmative action, and review the way affirmative action is being practiced. "Practice" focuses on documents that describe affirmative action programs in admissions, hiring, financial aid, and contracts. The third section, "Legal/Policy," describes documents that provide a legal understanding of affirmative action, and the final section, "Attitudes/Beliefs," targets documents that contribute to the understanding of opinions about affirmative action. The annotated bibliography contains 55 citations, all for documents in the ERIC database, and describes 3 Web sites for further information. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Affirmative Action

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Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Affirmative Action

The following citations represent the latest ERIC literature on affirmative action. This bibliography is divided into four sections designed to help provide a foundation for those implementing an affirmative action program or conducting research on this topic. "Overview" identifies resources that describe the history, explains the assumptions of affirmative action, and broadly reviews the way affirmative action is being practiced. "Practice" focuses on documents that describe affirmative action programs in admissions, hiring, financial aid, and contracts. A legal understanding of affirmative action is critical to implementing successful programs and practices, hence the third section, "Legal/policy." Finally, attitudes and beliefs about affirmative action are important to understand and successfully implement affirmative action programs. "Attitudes/beliefs" targets documents that contribute to such an understanding.

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Web resources

http://chronicle.com/che-data/indepth.dir/indepth.htm
A compilation of *Chronicle of Higher Education* articles about affirmative action including stories by state, relevant legal documents, opinions, and facts and figures.

http://www.acenet.edu/programs/omhe
The American Council on Education's Office of Minorities in Higher Education has frequent updates on affirmative action research posted on their web site.

http://aera.net/divisions/j/aac-report/
Provided by the American Educational Research Association, this page provides reports on affirmative action.

Overview

EJ624218
Chang, Mitchell J. (2001) The educational implications of affirmative action and crossing the color line. *Amerasia Journal*, 26, 3, 67-84.
This article examines how the problem of the color line manifests itself in widespread

educational benefits in American higher education, discussing: research on the use of race-conscious policies; the current state of affirmative action in higher education; the benefits of diversity for college students; pervasive racial disparities; and what is at stake for Asian Pacific Americans.

ED440566
Rai, K., & Critzer, J. (2000). *Affirmative action and the university: Race, ethnicity, and gender in higher education employment.*
This book examines the impact of affirmative action on higher education hiring practices. Using data from the Equal Employment Opportunity Commission and the U.S. Department of Education's National Center for Education Statistics, the book summarizes, tracks, and evaluates changes in the gender and ethnic makeup of academic and nonacademic employees at private and public colleges and universities from the late 1970s through the mid-1990s.

ED423778
Humphreys, D. (1998). *Higher education, race & diversity: Views from the field.* Association of American Colleges and Universities: Washington, D.C.
The four papers in this document address issues of higher education, race and diversity. *The Impact of Diversity on College Students: The Latest Research*, reviews recent studies and those focusing on comprehensive institutional transformation, and provides demonstrable benefits to all students, whatever their backgrounds and characteristics.

ED414818
Garcia, M. (Ed.) (1997). *Affirmative action's testament of hope: Strategies for a new era in higher education.* Albany, NY: State University of New York Press.
This book of 10 papers presents a collaborative effort of professionals in several disciplines to analyze the impact of affirmative action in higher education. The emphasis is on how affirmative action can be constructed for the 21st century to protect individuals who have been discriminated against and excluded from higher education.

ED388187
Browne-Miller, A. (1996). *Shameful admissions. The losing battle to serve everyone in our universities.* San Francisco, CA: Jossey-Bass, Inc.
This book uses an examination of admissions policies, especially affirmative action, at the University of California, Berkeley (UC Berkeley) to explore higher education and its role in public debates about access, equality, and social change.

EJ554138
Chenoweth, Karin. (1997, October 30). Not guilty! *Black Issues in Higher Education, 14*, 18, 10-11.
This article examines a study sponsored by the United Negro College Fund that found that affirmative action policy does not deny whites access to higher education, but does increase minority access to more selective colleges.

EJ523996
News and views. (1996, Winter). *Journal of Blacks in Higher Education, 10*, 10-43.
The 26 brief notes of this feature provide a snapshot of admissions policies, black enrollment, and affirmative action.

ED394488
Davis, Cinda-Sue, & Others. (1996). *The equity education. Fostering the advancement of women in the sciences, mathematics, and engineering*. San Francisco, CA: Jossey-Bass Inc.
This volume includes 10 reports that presents findings and recommendations for advancing women in science, mathematics and engineering.

EJ497122
Cross, Theodore. (1994, Fall). What if there was no affirmative action in college admissions? A further refinement of our earlier calculation. *Journal of Blacks in Higher Education, 5*, 52-55.
Discusses the consequences to the nation and to Blacks of abolishing affirmative action in college and university admission policies. The author argues that without the use of racial preferences, far fewer Blacks would be admitted to higher education.

EJ462770
Olivas, Michael A. (1993, March-April). The attack on affirmative action: Lives in parallel universes. *Change, 25*, 16-20.
In response to criticism of affirmative action in higher education, it is argued that affirmative action has brought demonstrable improvements in U.S. society. The debate, and the related research and literature, are reviewed from both perspectives.

Practice

EJ604723
Martin, C. (2000, Spring). University outreach and affirmative action. *ADE Bulletin, 125*, 57-58.
Considers how current university-school partnerships point the way toward the most potentially transformative areas of programming in education today. Describes the key developments in the past few years in California regarding the Humanities Out There (HOT) program.

EJ591508
Fields, C. D., & Collison, M. (1999). Shameful occurrences. *Black Issues in Higher Education, 16*, 13, 105-107.
Fifteen ignominious episodes or recent trends in higher education for minorities and people of color are noted, including issues of affirmative action, testing, declining real value of financial aid, sex and racial discrimination, athletics, college administration, racial bias, and student misbehavior.

ED422807
Chatman, S., & Smith, K. (1998). *Can race-blind policies produce a diverse student body?* Paper presented at the Annual Forum of the Association for Institutional Research, Minneapolis, MN.
This paper argues that there is a reason to reconsider college admissions policies on three levels because race-blind admissions policies which includes adjustments that offset students' social and economic circumstances can yield a more racially diverse student body than those mandated by legislation or judicial action.

ED410813
Ratliff, C. A., Rawlings, H., Ards, S., & Sherman, J. (1997). *State strategies to address diversity and enhance equity in higher education.* Denver, CO: State Higher Education Executive Officers Association, & Education Commission of the States.
The three cases in this report describe state-level efforts to address diversity and equity in postsecondary institutions in California, Maryland, and Washington.

ED423800
Feinberg, Walter. (1998). *On higher ground: Education and the case for affirmative action.* New York: Teacher's College Press.
This book argues that need-based affirmative action programs cannot substitute for programs based on race and gender. The author proposes that affirmative action has morally based goals and outlines ways to reach these goals.

EJ546165
Richardson, Susan. (1997, May). Equal opportunity officers seek ways to defend against attacks on affirmative action. *Black Issues in Higher Education, 14*, 6, 26-27.
Discusses waning political support for affirmative action in higher education in light of recent court decisions and the passage of California Proposition 209, focusing on the role of the American Association for Affirmative Action (AAAA) in defending affirmative action. AAAA members note the need to explain the history of past discrimination to defend affirmative action today.

EJ539459
Cahn, Steven M. (1997, January/February). Two concepts of affirmative action. *Academe, 83*, 1, 14-19.
Two kinds of affirmative action in the recruitment and selection of college faculty are distinguished and discussed: procedural (ensuring judgment of applicants without consideration of race, religion, or national origin) and preferential (characterized by attention to the same criteria that procedural affirmative action eschews). This article argues that preferential affirmative action does not address the most relevant issue, performance.

ED407916
Kane, Thomas J, & Dickens, William T. (1996). *Racial and ethnic preference in college admissions. Brookings policy briefs.*
This paper examines the use of racial and ethnic preferences in college admissions,

focusing on the extent of their use and their impact on the careers of the intended beneficiaries in light of the California Civil Rights Initiative, which is designed to end such preferences.

EJ522446
Bunzel, John H. (1996, Winter). Race and college admissions. *Public Interest, 122*, 49-58.
Explores issues related to race and college admissions, focusing on the problem of how much weight university admissions officials should give to diversity. What constitutes special considerations, what might be outright preference, and how the goal of ethnic diversity can be balanced against other factors are discussed.

ED392589
Intercultural Development Research Association. (1996, February). Racism. IDRA focus. *IDRA Newsletter, 23*, 2, 17.
This theme issue includes four articles on racism in colleges and public schools and on strategies to build ethnic and racial tolerance.

EJ519225
Shackelford, Penelope L., & Shackelford, James F. (1995, Fall). Affirmative action defended: Case studies in engineering education. *Multicultural Education, 3*, 25-26.
Eight programs are described that represent positive and constructive affirmative action that gives women and minorities the opportunity to advance through hard work.

EJ513679
La Noue, George R. (1995, Fall). Rethinking affirmative action on campus. *Planning for Higher Education, 24*, 1, 1-8.
With the legal validity and public support of racial, ethnic, and gender preferences eroding, all affirmative action programs must be reconsidered. Policies should cover admission, financial aid, employment, and contracting. Three primary models focus on remedying past discrimination, expanding diversity, and promoting social justice.

Legal/Policy

EJ602775
Lemann, N. (1999-2000, Winter). The three-cushion shot that won Colin Powell's support for affirmative action in higher education. *Journal of Blacks in Higher Education, 26*, 102-104.
Presents the story of how General Colin Powell was persuaded to make a strong statement in support of affirmative action in higher education rather than supporting the Republican Party's nationwide legislative ban on affirmative action, patterned after Proposition 209 in California.

EJ594074
Eden, J., & Ryan, J. P. (1999, March). Affirmative action: Contentious ideas and controversial practices. *Social Education, 63*, 2, 110-15.

Explores the importance of race in the United States as a means of questioning the necessity of affirmative-action laws. Presents different perspectives on the pros and cons of affirmative action in hiring practices and educational admissions. Asserts that the laws prohibiting affirmative action in Washington and California demonstrate the changing public climate.

EJ596410
Cross, T. (1999). Why the opponents of racial preferences haven't taken America's private universities to court. *Journal of Blacks in Higher Education, 24*, 106-10.
Race-sensitive admission policies prevail at most private colleges. Questions why more lawsuits have not challenged such policies, discussing difficulties in mounting lawsuits; legal differences between suing public and private institutions; the court's passion for private decision making; racial gaps in test scores at private institutions; counting votes in the Supreme Court; and the influence of conservative politicians.

EJ565333
Healy, P. (1998, April). Affirmative action survives at colleges in some states covered by Hopwood ruling. *Chronicle of Higher Education, 44*, 33, A42-A43.
Public university officials in Louisiana and Mississippi are treading a narrow line between conflicting directives on affirmative action. In U.S. vs. Louisiana, the court orders permit use of affirmative action in admissions for desegregation purposes, but in Hopwood vs. Texas, Louisiana campuses are barred from using affirmative action in admissions to enhance racial diversity.

EJ544654
Richardson, S. (1997, May). Texas educators seek clarification on "Hopwood" decision: Minority admission to Texas elite public colleges in free-fall. *Black Issues in Higher Education, 14*, 5, 18-19.
As Texas' elite public colleges and universities experience enrollment declines, the state is requesting clarification of the legal decision in "Hopwood vs. Texas" in which the court rejected affirmative action and mandated race-neutral admissions policies. The Texas attorney general disagrees with federal officials and critics on interpretation of the decision.

ED410833
National Association of College and University Attorneys. (1996). *Minority-targeted admissions and financial aid programs.* [NACUA Publication Series]. Washington, DC: Heffernan, E., & Bazluke, F.
This pamphlet discusses the legal considerations affecting the use of voluntary race-conscious measures in college and university admissions and financial aid programs. It is designed to assist colleges and universities in assessing those program design features that present a heightened or diminished risk in light of judicial precedent and federal agency guidelines.

EJ573789
Whitman, Robert S. (1998, Spring). Affirmative action on campus: The legal and practical challenges. *Journal of College and University Law, 24*, 4, 637-70.
This article discusses affirmative action issues and litigation in higher education including employment, admissions, financial aid, and other areas.

EJ546166
Fields, Cheryl D. (1997, May). Surveying the battleground in the fight for access. *Black Issues in Higher Education , 14*, 6, 28-29.
Reviews briefly recent ballot initiatives and court decisions in Alabama, California, Colorado, Georgia, Louisiana, Maryland, Mississippi, Ohio, Texas, Virginia, and Washington that have impacted equal access to higher education for black and other minority students and faculty.

ED408908
Texas Higher Education Coordinating Board. (1997, January). *Alternative diversity criteria: Analysis and recommendations*. Austin, TX.
This report presents conclusions and recommendations of a study of possible criteria to define educationally underserved populations in Texas in light of the 1994 Court decision ending the use of racial quotas.

EJ522322
Altman, Ellen, & Promis, Patricia. (1995, Fall). Affirmative action: The law of unintended consequences. *Contemporary Education, 67*, 1, 9-11.
This article discusses two unintended consequences of federal affirmative action programs under the headings: institutional hypocrisy and intellectual mush, and it offers suggestions for supporters of affirmative action who need to correct mistaken impressions and stress the opportunities affirmative action offers.

EJ519211
Katyal, Neal Kumar. (1995, August). Why affirmative action in higher education is safe in the courts. *Journal of Blacks in Higher Education, 9*, 83-89.
Discusses recent Supreme Court decisions that suggest policies of preferential admissions in higher education are safe, at least in the moderate form established in the Bakke case. The article examines the meaning of the Bakke case, reviews the benefits of diversity to higher education, and speculates about the survivability of the Bakke decision with today's Supreme Court.

EJ492671
Siltanen, Susan A. (1994, September). Affirmative action in academe: Increase opportunities, remove barriers, and change attitudes. *Journal of the Association for Communication Administration (JACA), 3*, 137-45.
Summarizes the 1973 and 1983 American Association of University Professors' statements and recommendations on affirmative action in higher education. Addresses the state of affirmative action in academe in the 1990s. Argues that, although some progress has been made, more needs to be done.

Attitudes/Beliefs

EJ618198
Thernstrom, A. (2000, September-October). Diversity yes, preferences no. *Academe, 86,* 5, 30-33.
Research shows that though college students tend to support diversity, a large percentage are opposed to giving preferences to minorities in the admissions process. Some of the research on the subject is incomplete or misleading. Other studies show that though campuses worry about the stigmatization of students given preferential admission, diverse students interact well and enjoy learning from one another.

EJ591484
Sax, L. J., & Arrendondo, M. (1999, Aug). Students attitudes toward affirmative action in college admissions. *Research in Higher Education, 40,* 4, 439-59.
A national survey of 277,850 college freshmen examined attitudes toward affirmative action in college admissions for four racial/ethnic groups: Whites, African-Americans, Asian-Americans, and Mexican-Americans. The study analyzed the extent to which student opposition to affirmative action is driven by factors such as self-interest, political ideology, and attitudes about race/ethnicity.

ED423800
Feinberg, W. (1998). *On higher ground: Education and the case for affirmative action.* Williston, VT.: Teacher's College Press.
This book, in response to recent attacks on the principles of affirmative action for minorities, suggests that need-based affirmative action cannot substitute for programs based on race and gender. The five chapters cover such topics as the background and need for a theory of affirmative action; markets, educational selection, poverty, and affirmative action; the case for backward-looking gender and race-based policy rather than need-based affirmative action; group rights and historical obligations; and need, diversity, and group variation.

EJ562818
Renner, K. E. (1998, March-April). Redefining the issue of racial preference: Minority access to higher education. *Change, 30,* 2, 26-33.
An alternative analysis of minority enrollments in U.S. colleges and universities suggests that little progress has been made in minority access to higher education. The author believes that current informal backlash against affirmative action and de facto college segregation inhibits racial fairness.

EJ557367
Stanush, P., Arthur, W., & Doverspike, D. (1998, Feb). Hispanic and African American reactions to a stimulated race-based affirmative action scenario. *Hispanic Journal of Behavioral Sciences, 20,* 1, 3-16.
Affective responses of 169 Hispanic and 196 African American college students were investigated in simulated hiring scenarios involving race-based affirmative action. Findings suggest that the beneficiaries of affirmative action may only be detrimentally

affected if they believe they are less qualified than other applicants. Responses of Hispanics and African Americans did not differ significantly. Contains 21 references.

EJ561334
Vozzola, E., Hatfield, T., & Hatfield, S. (1997-98, Fall-Winter). Practice and principles: University administrators reflect on affirmative action. *CUPA Journal, 48,* 3-4, 11-15.
Nine college administrators were invited to reflect, in interviews, on findings of a 1992 survey of college faculty concerning affirmative action policy in faculty hiring. Although understanding faculty concerns about maintaining academic standards, many of the administrators believed overall propensity for the like to hire like.

EJ554887
Romero, M. (1997). Class-based, gendered and racialized institutions of higher education: Everyday life of academia from the view of Chicana faculty. *Race, Gender, and Class, 4,* 2, 151-73.
This article focuses on the daily practices within institutions that shape the professional roles of Chicana scholars and teachers to fulfill specific class, gender, racial, and ethnic expectations held by the dominant majority in higher education. Analysis shows that Chicanas are treated as affirmative action hires and token roles, a view that adversely affects Chicana faculty experience.

EJ558357
Johnson, W. (1997). Minority faculty: Are we welcome on campus? *Thought & Action, 13,* 2, 113-24.
These reports are the results of a survey of Minnesota's African-American community college faculty concerning their own employment situations and the reasons why the recruitment and retention of African-American faculty have not been successful overall despite two decades of affirmative action.

EJ546164
Washington state voters see value of educational diversity. (1997, May). *Black Issues in Higher Education, 14,* 6, 6-7.
This article provides the results of a statewide survey of 600 registered voters in Washington state that focused on attitudes toward educational diversity. Found that nearly two-thirds of respondents agreed that colleges should prepare graduates to get along in a diverse population, and that more than half thought that every college student should have to study different cultures.

ED394433
Lipson, H. (1996). *The right stuff: White male perspectives on merit, measurement, and affirmative action admissions to graduate professional schools.* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
This exploratory study examines several facets of everyday perspectives on merit and the meritocratic allocation of rewards and opportunities, focusing on race-targeted, affirmative action admissions of Blacks and Latinos to law schools, medical schools and Master of Business Administration (MBA) programs. Subjects were 32 white male

college students, aged 20 to 35 years, who were in or were considering these fields of study at the University of Illinois at Chicago.

EJ565343
Wood, Amy. (1998, Spring). Affirmative action: Overcoming disparities yields economic benefits. *Southern Changes, 20*, 1, 12-15.
This article provides an analysis of the economic costs and benefits of affirmative action in higher education, and examines its effectiveness in reducing income disparities for women and minority groups.

Steeh, C., & Krysan, M. (1996, Spring). The polls—trends: Affirmative action and the public, 1970-1995. *Public Opinion Quarterly, 60*, 128-158.

EJ539462
Bergmann, Barbara R. (1997, January/February). Selections from "In defense of affirmative action." *Academe, 83*, 1, 29-33.
Argues that if higher education is to get rid of affirmative action, it should first discontinue special admission of less qualified candidates who are admitted because they are athletes, alumni children, or the children of friends of administrators. Reports on a survey of 52 black college students concerning effects of affirmative action.

ED394467
Sax, Linda J., & Arredondo, Marisol. (1996, April). *Student attitudes toward affirmative action in higher education: Findings from a national study*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
This report examines the affirmative action attitudes of 204,103 college freshmen. Findings suggest that students may not clearly understand what affirmative action means or what it is intended to do.

EJ508623
Lopez, Gretchen E., & Others. (1995, Spring/Summer). Beyond zero-sum diversity: Student support for educational equity. *Educational Record, 76*, 2-3, 55-62.
A University of Michigan (Ann Arbor) longitudinal study surveyed students throughout their college experience concerning issues of cultural diversity and educational equity, specific institutional affirmative action policies, and the impact of multiculturalism within the curriculum.

EJ487690
Kossek, Ellen Ernst, & Zonia, Susan C. (1994, July). The effects of race and ethnicity on perceptions of human resource policies and climate regarding diversity. *Journal of Business and Technical Communication, 8*, 3, 319-34.
Studies faculty reactions to diversity enhancement efforts at a large public university. Finds that whites' attitudes were less positive regarding policies relevant to women and minorities than blacks', Hispanics', and Asians' attitudes were.

Benefits of diversity

EJ597475
Garza, H. (1999, October). Speaking in one voice: The response of higher education to affirmative action threats. *Journal of Dental Education, 63*, 10, 753-58
This discussion of affirmative action in higher education identifies the benefits of diversity for all students and the threats to diversity, especially recent actions by state governments of California and Texas to eliminate affirmative action at state universities. The paper proposes more research on diversity and affirmative action and support for consideration of race and ethnicity in admission decisions.

ED398780
Appel, M., Cartwright, D., Smith, D. G., & Wolf, L. E. (1996). *The impact of diversity on students: A preliminary review of the research literature*. Washington, DC: Association of American Colleges and Universities.
This preliminary review of the research literature addresses the impact of various diversity initiatives on student learning and experiences in college. These initiatives focus on practices and programs that address access, retention, and academic success of historically underrepresented students and also on more comprehensive efforts to alter the ethos of institutions to better educate a diverse cohort of students for a complex global society.

EJ462776
Astin, A. W. (1993, March/April). Diversity and multiculturalism on the campus: How are students affected? *Change, 25*, 2, 44-49.
A national study of 82 college outcome measures on 25,000 students from 1985-89 looked at the relationship of outcomes, institutional environment (emphasis on institutional, student, or faculty diversity), and campus activism. Results suggest emphasis on diversity in all forms is beneficial to student development and also promotes student activism.

EJ520134
Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L. S., & Terenzini, P. T. (1996). Influences on students' openness to diversity and challenge in the first year of college. *Journal of Higher Education, 67*, 2, 174-195.
A study of 3,331 college freshmen in 18 institutions investigated the factors influencing their openness to cultural diversity and challenges to their beliefs and values. Results indicated a nondiscriminatory racial environment, on-campus residence, participation in a racial or cultural awareness workshop, and involvement with diverse peers had positive effects on openness/challenge; Greek affiliation had a negative effect.

ED416797
Smith, D. G., & Associates. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.

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